DOCUMENT RESUME

ED 212 122 EC 141 543

AUTHOR Willings, David
TITLE Some Problem Areas in the Career Development of the Gifted and Talented.
PUB DATE Dec 81
NOTE 27p.; Paper presented at the CEC/TAG National Topical Conference on the Gifted and Talented Child (Orlando, FL, December, 1981).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Career Choice; Career Counseling; *Career Development; *Career Guidance; Elementary Secondary Education; *Gifted; Job Satisfaction; *Talent; *Vocational Interests

ABSTRACT

The author discusses problems of career choice and career development for all students and for gifted and talented students in particular. He reports on a followup study of 20 gifted students. Reasons for unsatisfactory career choices include false images of the job and hidden factors associated with the job. Gifted employees face numerous difficulties, including dislike by their employer, a need for challenges that makes many tasks seem trivial, and frequently an inability to fit in with the organization. Difficulties in vocational assessment arise because of wide and changing interests. Fear of failure can lead to dissatisfaction and anxiety with career choices as well as with leisure pursuits. Counselors can help by involving students in structured study of job requirements, providing simulation exercises, and enlisting the assistance of parents. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED212122

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

David Willings
Professor of Personnel Management
Faculty of Administration
University of New Brunswick
Bag Service 45555
Fredericton, NB
Canada E3B 6E5

Some Problem Areas in the Career Development of the Gifted and Talented

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

David Willings

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC 141 543

Paper presented to CEC/TAG National Topical Conference on the Gifted and Talented Child, Orlando, Florida, December 1981.

Introduction

If I say My name is Willings what does this tell you about me? It only tells you that my father's name was Willings. If I say I am a University Professor, I have identified myself. I have identified my role in society. I have identified my function. I have identified my educational level and to some extent my way of life. This is the first point I want to make. A person is identified not by who he is but by what he does. In guidance we are aiming for no less a goal than helping a young person find an identity.

I am going to divide this paper into three sections.

First of all I am going to discuss some problems of careers choice and career development. Secondly, I am going to discuss some of the career problems of the gifted and talented. Finally, I am going to offer a few suggestions on what can be done.

Careers Choice

Based on work histories among respondents in England, Scotland, Europe, America and Canada (1972) we have been able to isolate sixteen variables in career choice. These are given in Table 1. Almost all researches have shown that parental influence is still the strongest single influence and likely to remain so. As far as school influences are concerned I regret to say these are often negative. Mair (1969) and Hitchfield (1973) both point out that while parents consistently overestimate their children's potential, teachers, with equal consistency, underestimate the potential of their students. Positive Job Experience refers to these times when someone does a job, enjoys it and decides to develop himself in that area. For example, a student works in a

Table 1

Variables in Career Choice

Positive Parental Influence
Negative Parental Influence
Positive Influence of School
Negative Influence of School
Positive Third Party Influence
Negative Third Party Influence
Positive Job Experience
Negative Job Experience
Second String
Information
Situational Factors
Chance Factors
Overcompensation
Social Influences
Measures to offset Unsatisfactory Choice
Personal Interest.

hotel in summer, enjoys it and decides to make hotel management his career. Negative Job Experience refers to a situation where someone has experience of a job, or training for a job, hates it and does not want that job or anything connected with it. I did some research in Spain. During that time I wrote some articles for an English magazine. I did an interview with Soledad Miralles one of Spain's few women bullfighters. She persuaded me to try bull-fighting. I woke up in hospital with a concussion and two broken ribs. In that moment I decided to stick to academic research! In fact it was a negative job experience. It is also worth pointing out that where teachers or

parents have had a negative job experience they tend to influence children away from that career. Second string choices are made as an alternative to what the person really wants to do. Sometimes these are realistic. Sometimes they are nothing less than a waste of a life. Information is often inadequate or wrong: some of it absurdly so and some of it based on misconceptions. A student wanted to be a photographer but was not attracted to studio work so he began to study for a degree in Science. He particularly enjoyed taking photographs of machinery. He was not aware that many companies employ industrial photographers. He is now an industrial photographer. Situational factors are outside the control of the student or counsellor. There are some areas where farming or fishing are the only two openings. Some people educate themselves to a level where they are over-qualified to work in their home area. Chance factors can never be eliminated but at the moment too much depends on chance. In my own survey 76% of satisfactory career choices were arrived at by chance. Overcompensation can best be illustrated by an example. A shy nervous student tried to overcome this by becoming a door-to-door salesman. The result was a nervous breakdown. Social influences are legion. Fraser (1966) draws attention to the social requirement that children do better than their parents. It is a status symbol to have a doctor or a lawyer in the family. It is not only parents but society at large who expect children to do better than their parents. Measures to offset unsatisfactory choice are not often taken. Students often find themselves in the wrong discipline and then take the view I am here now and I had better stay here. Personal interest is far too often regarded as an intruder. At least it should be the place where we start. I have recently been counselling a student taking economics with a view to getting into law school. She was failing. She hated economics. What she really enjoyed was organizing the synchronized swimming club and she was

secretary/treasurer of the provincial synchronized swimming association. She was also provincial diving champion. She wanted to take physical education. Her teacher, her parents and several others told her she should aim higher than that. Her father was a dentist and her elder brother had taken a good degree in science and was now in dental school. She herself told me that her father "can always talk about his son at the Canadian Dental Association" (Social Influences). She was told that the only thing she could do with a Physical Education degree was teach and this she did not want to do (Information). Her father interpreted her organizing abilities as an indication that she would do well in business or law (Negative Parental Influence). The fact is that there are openings in the organization of sport. Many cities have a Recreation Director. Many organizations have a sports co-ordinator. Many national sports associations have a technical director who is an organizer. Certainly there is competition for such jobs but there are openings for her personal interest; organizing sports activities. She is, I am happy to say, now working for a degree in physical education and intends to go on for a Masters in sports management.

Ridley Burnett in a public lecture said "The trouble with manpower planning is that it is in the hands of fourteen year olds." By the age of fourteen children must choose what sort of areas they are going to specialize in. They must gravitate to Arts or Science. They must gravitate to academic, commercial or technical. Moreover, we sometimes with the best of motives, bend over backwards to afford students more freedom than they can handle. Certainly freedom of choice must be respected and we have moved away from throwing an educational package at students. On the other hand any freedom of this nature must be accompanied by guidance on how to use it. I can only speak for Canadian schools where this is perfunctory and often conspicuous by its

absence.

I have mentioned my own survey (1972). Of the two thousand people for whom I collected work histories, I ran extensive tests on eighty of them. I would have liked to test two hundred but I could only gain access to eighty which is a representative proportion of the total. Of these 83.75% were in jobs not suited to their aptitudes interests and preferences. I think such a finding speaks for itself and must be disturbing to those of us who have taken upon ourselves a concern for the career development of young people. 86% of my entire sample did not feel they were in the jobs best suited to them.

Some unsatisfactory career choices are based on the image of the job. In considering a career we have to advise young people to consider two things - the Image of the Job and the Hidden Factors. The image of the job is self-explanatory. The hidden factors can often only be determined by a detailed investigation of someone doing the job. Let us take the example of a museum curator. The image of the job was described to me by a gifted sixteen year old as "A living fossil looking after non-living fossils and stopping kids sticking chewing gum on exhibits." It is convenient to look at the hidden factors. The girl who described museum work in terms of fossils wanted a job with people contact which would combine research and her artistic and literary talents. She also wanted a job with plenty of variety. This was a strong requirement for her. She told me "Doing the same thing day after day is what I dread most." In fact the hidden factors of museum work would make this job very congruent with her needs. In these days students are overly disposed to reject careers out of hand. Very often a suitable career is rejected because of the image of the job. Sometimes people go into a job because of the image of the job. Not a few people think of law because of the movie representations

Table 2

Image of the Job/Hidden Factors

Museum Curator

Image of the job: "living fossil looking after non-living fossils."

Hidden Factors:
Identifying Exhibits
Answering Research Queries
Design and Layout
Liaison with official bodies
Writing
Public Speaking
Record Keeping
Financial Planning.

of law courts. They do not even consider the hidden factors and are quite surprised to find that many lawyers spend less than one day a week in court. Some lawyers do very little court work. Several lawyers have told me that the most difficult job is to draw up a will for a client. A will must be an exact statement of the wishes of the testator and these are infinitely varied. A lawyer must have an understanding of people and the law and the understanding of people is the most important. The hidden factor of farming is that the farmer who does not expect to go bankrupt must be a businessman. In these days the person who wants to escape from the competitive struggle and be close to nature (the image of farming put to me by a student) had better stay away from farming as a career.

Closely related to this is the problem of key skills and complementary skills. Many failures at jobs occur not because someone lacked a key skill but because they lacked a complementary skill. An example is a case of someone working in a social service organization. He was excellent with the clients (the key skill) but when it came to writing a report he laboured in agony and his reports were barely comprehensible. He lost the job not because he lacked the key skills but because he lacked a complementary skill. Occupational classifications give us little help in documenting the hidden factors and the complementary skills. Many works on career search are over-simplified and as such misleading because they ignore these problems.

Another problem that is in fact two problems is the problems of the job as opposed to problems of training. A student told me he would like to be a veterinarian but he couldn't stand the sight of blood. This is a problem of training; a problem which will be partially overcome with training. After training he will find it does not worry him. Of course only a psychotic enjoys the sight of blood. Many now successful surgeons have passed out the first time they assisted at an operation. This is a problem of training. On the other hand another student wanted to be a pilot in the Air Force. He had slightly defective colour vision. This was a problem of the job. Without perfect colour vision he would be unlikely to be accepted either by the Air Force or a civil airline.

At school we can probably only give a few tentative guidelines. Lester (1970) has shown that aspirations often change between the ages of 17 - 19. While aptitudes do not change drastically they can change enough to make some reorientation desirable during first and second year at University.

Finally for this section I suggest we need to call for a reorientation in our students. There is a tendency to think of money and status as the reward

of our work. If this were so not many of us would be in teaching or research. We need to think of our work and our aptitudes as the currency with which we buy money and status and we need to ask ourselves Is the price right?

Career Development of the Gifted and Talented

Parental influence is the strongest influence in any case but the problems for the parent of the gifted child are many and varied. Bridges (1973) points out that parents can use the gifted child as a status symbol and that this is extremely dangerous. I must add that very often parents slip into this without being aware of it. Any child can become a status symbol but of course the gifted child is especially prone to this. In the indirect status race what our children are, or are likely to become, does confer points. We cannot overlook that to have a doctor or lawyer in the family is a very big status symbol. Neighbours take it for granted that the gifted child will "do well for himself and be a credit to his parents." So the parents can easily be caught up in seeing the gifted child as someone who is going to be a credit to them. Fraser has already been quoted as pointing out that there is pressure on everyone to do better than their parents. It transpires that the child is gifted. Thus this requirement looks like being met. The neighbours, colleagues and others are sure it is going to be met. Roeper (1981) points out that often parents see the gifted child as a second chance particularly if they have not been as successful as they would have liked to be themselves. This can result in all manner of career pressures on the gifted child. Lucito (1972) and Dauw (1966) have shown that creatively gifted children often have unconventional career aspirations. We can easily see that this can generate a problem. Success in a conventional career can meet the parents' very real needs (and we must be very careful not to underestimate the fact that parents

are human and do have needs). A proportion of gifted children have unconventional career goals.

However, although the myth that the gifted child is more likely to succeed in the conventional sense is strong and all pervasive it is still a myth. It has not stood up to research and systematic investigation. This idea that the gifted child will get ahead anyway and if he does not he was not really gifted, is hard to dispel but dispelled it must be. Some of the problems experienced by the gifted child are taken into working life. Harding (1956) drew attention to the fact that often teachers hide from themselves the fact that a child is more intelligent than they are by taking a dislike to the child. Tarkowski (1958) and myself (1968) have found precisely the same mechanism in business and the Public Service. Managers and executives hide from themselves that a subordinate is more gifted than they are by taking a dislike to them. Dalton (1959) and a number of surveys following Dalton have shown that job performance is not a significant factor in promotability. Social acceptability, the ability to fit in, the ability to think as the rest of management thinks, these are the factors which make a person promotable. I have already suggested (1981) that the gifted employee is often among the least promotable. Tarkowski shows that gifted employees often run the risk of dismissal because they do not fit in.

I have shown (1980) that the gifted employee is often unable to put energy into a job unless the work itself is stimulating and challenging. We must remember that because these people are gifted what would be stimulating and challenging to a normal person is often indescribably trivial to them. The result is that they often fail at jobs which someone of lesser ability would do well. Many of them are compulsive perfectionists and this generates problems in business where the criterion is not "is it good" but "will it sell". A

fair sized proportion of the gifted tend to be high risk takers. In these days while we claim that business needs the high risk taker in fact he often tends to prejudice his career proposects. Packard (1962) put it, and in twenty years the situation has not improved in any way "Industrialists talk wistfully about the need for men who are tigers. What they want is tame tigers who come quickly to heel when called. They want tigers who fit in." Editorials in Business Week, Fortune, and in Canada, The Financial Post all complain that technical innovation has slowed down and is slowing down. We talk about the innovator but we have a love-hate relationship with him. He is an accute embarrassment unless and until he produces something acceptable and I get the impression that the same problem exists in education. I have already reported (1981) some examples of attitudes to gifted employees expressed by senior managers. These betray an excessive concern with products and little, if any, appreciation of processes.

The President of a large international organization said at a conference "The cold and brutal fact is that business needs these people. If they cannot adjust to us then I suppose we must adjust to them". He was not very well received. I will quote a few remarks addressed to me by senior managers, directors and vice presidents in England, Canada and America.

"They want to do fundamental research. I'm f---ed if I'll entrust research to someone until he's proved himself."

"Why do we hire these intellectuals? They're no damned use. They don't fit in. They cause trouble."

"I would rather have twelve stable non-entities than one transient genius."

"We had a very gifted young chap. He came up with two ideas which we have unashamedly stolen. But he never learned how to follow normal procedure.

Couldn't fill in a form PY34 to save his life. He left us after seven months and I think it was for the best."

"We had a research physicist, brilliant girl, but do you know she came to see me and said she couldn't work in her office. She actually wanted to work at home. I told her she'd better learn that this is the Civil Service. Maybe she'd like us to send her salary home to her."

The gifted tend to change jobs frequently which leads Torrance (1971) to ask "Is bias against job changing bias against giftedness?" The gifted can often get everything possible out of a job in a few years whereas for the more normal person there is enough scope to last him a lifetime. Just as the gifted are often bored in school so they are bored at work. I have already quoted Lester that aspirations tend to change for the normal person between the ages of 17 - 19. With the gifted aspirations change more frequently and radically. From biographical data it appears that they can change at the age of 13 - 14 again at 16 - 18 and yet again at 21 - 23. We can get quite radical changes between the ages of 28 - 32. The changes are often more radical than the changes Lester reports for normal adolescents.

This means that vocational testing is very much less than reliable for gifted children as a predictor of future career areas. It only tells us his vocational propensities at that point in time if it even tells us that. They may change and quite radically. What is more many gifted children are multi-talented. Tests with a statistical bias can thus be misleading. Tests of general aptitude such as the D.A.T. or the G.A.T.B. will only tell us what we know already in many cases: that the child is multi-talented. Torrance (1979) draws attention to the problems which can arise because a child is multi-talented. I know of one gifted young man who completed several tests including the GATB and was told by the counsellor "Whatever you would like to

do I would encourage you." That is often precisely where some tests leave us. Interest tests can be particularly misleading. Some gifted children are interested in everything and the selections on interest tests are particularly difficult. Milgram and Milgram (1976) draw attention to the wide range of activities that gifted children tend to enjoy. Thus the results are misleading at times. I have followed up twenty gifted people over eleven years. Only one of these considered that the Kuder Vocational Interest and Preference Scales reflected his interests and preferences. This particular subject had channelled his gifts into one area-musical. With the others the Kuder or Strong scales were not consistent with their biographical details. Heim (1970) points out that many people find tests extremely boring to complete and that this may affect test scores. She also points out that some people become proficient at taking tests. While Heim does not say as much it is clear that the gifted are particularly susceptible to these two problems. Heim also points out that we tend to label children with test scores and if we do that with the gifted child the dangers can hardly be exaggerated.

While many gifted children are interested in science in adolescence, they eventually become frustrated and transfer to arts. In my own follow-up study of twenty gifted adolescents over a period of eleven years I found that eleven of them transferred from science to arts. One stayed in science because she was strongly motivated to get into medical school. However, after a year in medical school she could not take any more. She is now doing graduate work in Italian. While I am the first to agree that twenty is too small a sample to draw firm conclusions eleven out of twenty in a self-selected group cannot be ignored. Dr. Heim attributes this situation to the unimaginative way science is taught at Universities and I think this merits investigation. I am impressed with the efforts in some Canadian and American High Schools to make

science interesting. It does not seem to be followed through in universities. Dr. Heim describes the situation:-

> "For the student reading natural sciences the question of values tastes and opinions may not obtrude itself at all at an undergraduate level.....in his early days like the medical student, like the physicist, geologist and botanist - he is busy assimilating facts, taxonomies and the objective relationship between them. On the other hand the arts student.....is constantly urged to judge, to appraise qualitatively, to form his own opinion..... The successful arts student is original in his thinking.....he capitalizes on his imagery.....it is his job to be creative."

Dr. Heim suggests that this is why arts students often do better on creativity tests than students of science. Snyder (1967) found that among creatively gifted applied science students at MIT the dropout rate was three times higher than the national average. If we are losing a proportion of gifted science students the implications for career development are indeed serious. Gifted students who may have a talent in science or technology and be potential innovators in that field are being deflected from that before their career has started. In these days business needs technological innovators. Our national economy depends in part on the ability of business to attract and make the best use of technological innovators.

Those of us who have taken upon ourselves a concern for helping the gifted to a rewarding career must bear in mind that many gifted children develop a strong fear of failure early in life. In my own book (1980) I refer to this as <u>fear motivation</u>. In an attempt to escape the anxiety connected with failure, Miner (1964) points out that some people in fact achieve considerable success. However, they get no satisfaction from this. It is sufficient that they have once again escaped the gaping jaws of calamity. Miner describes the mechanism as "escaping upwards". Some gifted children by the age of thirteen

or fourteen have a motivation to avoid failure at all costs rather than to succeed. Roeper (1981) points out that often from an early age the gifted child is unable to allow himself to fail. Failure is a right that other people have but he does not. As Roeper points out this can only make for a fractured self concept. Many of them become viciously angry with themselves when they fail. I have been involved with a case of a fifteen year old multi-talented child. Her father, a senior NCO in the Armed Forces is very strict with her. Whenever she fails at something or believes she has failed she deliberately behaves badly at home to provoke her parents into beating her. Often the result of perceived failures early in life is that the gifted child will tend to avoid situations in his career development that he is not certain to master. Every career is punctuated by failures and successes. Our successes lead us to widen our goals. Very often the gifted child cannot do this. Failure is just not permissable. So there are times when the gifted child in his career aspirations aims lower than the level consistent with his abilities. Some achieve considerable success but get no satisfaction out of it. To themselves they have not succeeded. They have merely escaped the shibboleth of failure. Alice Miller (1981) points out that with some gifted people:-

> "The pride of their parents--should have had a strong and stable sense of self-assurance. But exactly the opposite is the case. In everything they undertake they do well and often excellently; they are admired and envied; they are successful whenever they care to be--but all to no avail. Behind all this lurks depression, the feeling of emptiness and self-alienation, and a sense that their life has no meaning. These dark feelings will come to the fore as soon as the drug of grandiosity fails, as soon as they are not "on top," not definitely the "superstar," or whenever they suddenly get the feeling they failed to live up to some ideal image and measure they feel they must adhere to. Then they are plagued by anxiety or deep feelings of guilt and shame."

I suggest that this must concern us as counsellors of the gifted. We are not only concerned that they achieve at a level consistent with their abilities. We must be concerned that they arrive at a degree of satisfaction and fulfillment. The fear motivation pattern makes this virtually impossible.

We are a country of compulsive labellers. I have already pointed out (1972) that when a person establishes himself in a particular area he is labelled there. He is expected to behave like someone in that area and confine himself to activities consistent with the label. The production person is expected to stick to production. The accountant must stick to accountancy and behave like an accountant. The lawyer must stick to Law and behave like a lawyer. The gifted adolescent is often reduced to restricting his potential rather than developing it because society demands that he must find a label. If he is multi-talented, and many gifted adolescents are, this can be a permanent source of frustration.

Of the twenty gifted students I have followed up, nine (that is 45%) have changed their job orientation at least once or made serious efforts to do so. The table given below shows the pattern.

Table 3

Job Orientation Changes

Accountant	- changed to	-	Social Work - Accountancy
Teacher	- changed to	-	Episcopalian Ministry
Personnel Manager	- changed to	-	Art Gallery Administration
Minister	- changed to	-	University (Anthropology)
Teacher	- changed to	-	Film and T.V.
Minister	- changed to	-	Teaching - Parole Service
Psychologist	- changed to	-	Professional Photography
Nurse	- changed to	-	Clinical Psychology
Publisher's Editor	- changed to	-	Teaching - Literary Agency.

It is also significant that only one of them is satisfied with the change. This is the nurse who went into Clinical Psychology. The psychiatrist under whom she is working has involved her in his research on psychopathic delinquents. In addition she is herself an accomplished artist and is doing some work with the enthusiastic support of the psychiatrist on art therapy for delinquent psychopaths. She was lucky to find a psychiatrist who has given such complete support. The accountant I referred to went back to university for graduate studies in Social Work. It is worth adding this his wife did not give him any support or encouragement - quite the opposite. Once qualified in Social Work he was suspect by appointing committees because he had given up his career as an accountant. Unable to get a job in social work he went back to accountancy where he is very unhappy and frustrated.

These are some of the problems in career development of the gifted and it is incumbent upon us to help them with these problems as far as we can in our present state of knowledge.

Helping the Gifted and Talented

I have never been able to subscribe to the idea of self-fulfillment through work. Certainly the gifted are unlikely to find any one job will be the total vehicle for self-fulfillment. In any case very few of us are fulfilled all the time or frustrated all the time. Most people, and especially the gifted, can find a measure of self-fulfillment in a combination of their work and leisure interests. I have already suggested (1976) that we need guidance for fulfilling leisure activities. The gifted person can find some measure of self-fulfillment in a combination of his work and several leisure activities. Hitchfield has shown that the gifted child often has no interest in team sports but does very well at individual sports. With leisure

activities the gifted person will often find he has exhausted the potential of an activity in three years. I have had a client who felt that this must mean he was emotionally unstable. It is, in fact, just a side effect of being gifted. A mathematically precocious child joined the fencing club of which I am the coach. He needed to calculate his every move and in fencing that just cannot be done. The average bout lasts two minutes. His reflexes were not fast enough and he would never make a fencer. Because he also had a strong fear of faliure he was depressed as he came to realise this. I had a long talk with him and advised him to try archery which suited his temperament and at which he is doing very well. Fortunately I was able to guide him in this respect and there is a need for counsellors to familiarize themselves with the leisure activities available in the region and guide the gifted to them. Too often finding the right leisure activities is as much a hit-or-miss business as finding the right job.

In the 1970's there were experiments on giving grade 11 and 12 students exposure to work experience so that they could gain insights and make a more realistic choice. On the whole these were notoriously unsuccessful. The students lacked the critical selectivity to gain sufficient insights. The novelty of the situation led to some unfortunate career choices. However, the gifted child does have the critical selectivity to profit from this type of exercise provided it is part of a coherent program. One school arranged for some grade 12 students to spend a day at a newspaper office to see if they wanted to make a career in journalism. This is all they did. Attracted by the novelty, not having the scope and selectivity to evaluate the difficulties and distastes of the job, most of them came back wanting to be journalists. In fact a day's superficial acquaintance had merely reinforced the Image of the Job. A one-off job acquaintance will not have much effect. There must be a

program of such activities. Students must observe at least one job on each of the Kuder or Strong scales. There must be preparation. Before each acquaintance day the Counsellor must tell them what to look for. After each acquaintance program the Counsellor must help them evaluate what they have observed and discuss related professions with them.

Job Study is a complex operation. I have third year university students doing it. Most of them find it complex. However, I suggest the gifted grade 11 and 12 student could handle this with guidance from you as the counsellor. The job study is divided into four parts. First of all there are mental requirements. These are given in Table 4.

Table 4

Job Study - Mental Requirements

	None	Low	Medium /low	Medium	Medium /low	High
ADMINISTRATIVE						
MATHEMATICAL						
SALES						
MECHANICAL						
VERBAL						
PEOPLE ORIENTATION						
PROBLEM SOLVING						
ACTIVITY						

Then attention is given to the physical requirements. These are given in Table 5.

Table 5

Physical Requirements

	None	Low	Medium /low	Medium	Medium /high	High
COLOUR VISION						
VISUAL DISCRIMINATION						
VISUAL ACUITY						
REACTION SPEED						
TWO HAND CO-ORDINATION						
HAND/EYE CO-ORDINATION						
MULTIPLE LIMB CO-ORDINATION						
ARM/HAND STEADINESS						
POSTURAL DISCRIMINATION						
AUDITORY DISCRIMINATION						
CONFUSION TOLERANCE						
PHYSICAL STRENGTH						
EDUCATIONAL ATTAINMENTS						
PHYSICAL FITNESS						
GENERAL INTELLIGENCE						
SPEECH						

This is followed by an evaluation of the job factors which are given in Table 6.

Table 6

Job Factors

	None	Low	Medium /low	Medium	Medium /high	High
RESPONSIBILITY FOR OWN WORK						
RESPONSIBILITY FOR WORK OF OTHERS						
RESPONSIBILITY FOR SAFETY OF OTHERS						
RESPONSIBILITY FOR LIFE OF OTHERS						
VARIETY						
HAZARDS						
COMPANIONSHIP						
INDEPENDENCE						
ADVANCEMENT SCOPE						
RECEIVED SUPERVISION						
OUTSIDE PRESSURES						

The Imag of the Job, the Hidden Factors, Special Skills, Special Features and the Difficulties and Distastes are then documented. Time prevents me from going into tis in detail. I designed it for the Department of Employment and Productivity in England. I also use it for third year university students. However, gifted grade 11 and 12 students should be able to handle it as an enriched career search. For gifted children the career search must be enriched. I am currently preparing a manual on the compilation of job studies. This will be ready in March and if you would like to receive a copy leave me your address and I will have it mailed to you.

Rossi and Digenakis (1980) have experimented with the use of simulation exercises for gifted children. Here a real life situation is stimulated and the participants solve the problems. Rossi and Digenakis simulated a Senate enquiry into pollution caused by a chemical company. In England I simulated a situation as a means of sensitizing grade 12 students to how various jobs tie in with each other. A train containing toxic chemicals had gone off the rails. It was necessary to evacuate the people living in a certain radius of the town. The roles the students took included The Fire Chief, The Chief of Police, the Director of Social Services, The Mayor, the Officer Commanding a nearby Army Base, the Prime Minister, the Minister for the Environment, the Chief Officer of the Salvation Army and many others. These exercises enhance the learning process for normal children although their decisions tend to be spread over too wide a range. For gifted children they can form part of an enriched career search. However, what often happens is that the exercise is held then the students go back to the classroom. There must be post-exercise discussion. The gifted student has sufficient ability to relate facts to each other to be able to answer the question "What does your participation in this

exercise tell you about the type of careers you should be looking at"? It ought to be possible to get gifted students to plan and run their own simulation exercises. This could also be part of an enriched career search. I have used the word enriched career search several times. This is what we must be doing and if you come across any other ways of enriching the career search I do hope you will write to me.

Finally, since parents are such a significant influence on career choice, I cannot stress too strongly the need to involve parents. If you have enriched career search sessions is it worth the time and labour to repeat the sessions for parents on the occasional evening. If you have a job study program have a session with the parents, explain job study to them and let them do a job study on you. If you do not enlist them as allies they are potential frustrators of your best efforts. They will frustrate your best efforts because they do not understand them and tend to be suspicious. Napolitano (1979) found that parents of retarded children tended to be extremely co-operative with educators and active in campaigning for special provision for such children. Parents of gifted children were not nearly so active. They did not understand the problems of giftedness and the needs of gifted children. This is the trouble of course. There are still many parents and influential people who are slow to recognize that the gifted are a problem area. This is one of many reasons why parents must be involved in your enriched career search. Curry and Sato (1977) also emphasize the need to involve parents in our programs for the gifted. When this is done the results are certainly justified. Merely telling parents what you are doing is regarded as just another letter from the school. I can say from experience that parents thoroughly enjoy and derive a real learning experience from simulation exercises. A proportion of the

parents are gifted themselves and they remember their own needs as children. The therapeutic effect can hardly be under-estimated. The only negative feedback I had was from one parent who took the view 'I had to make my own way. These days you are pandering to children!' He was put down by the rest of the group (and his own wife) many of whom wished there had been some such provision for them in their school days. In some Canadian schools there seems to be a mentality of regarding parents as the enemy. A Principal actually told me 'We are the experts. Parents should keep out of the school.' This is counter productive. Every major research on careers choice has shown that parents are the significant factor in career aspirations. Not to involve them is self-defeating. Certainly it makes demands on our evenings but if we were in this profession for an 0830-1500 job we would not have involved ourselves with such a diverse special group as the gifted.

Concluding Comments

It is rather misleading to think of guidance in terms of guidance for a job or profession. We are in a sense as counsellors of the gifted their pastors - pastor being based on the Latin word shepherd. Daws (1969) calls for pastoral care in education. We are shepherding the gifted child into a role and an identity in society. The economy of any country depends first and foremost on its ability to use and develop the talents and gifts of its people. In concerning ourselves with the gifted we are not just another pressure group carrying a torch for a minority. We have taken upon ourselves the development of a resource at least as vital to our national economy as oil.

REFERENCES

Bridges, S. I.Q. 150, London: Priory Press, 1973.

Curry, J. and Sato, I.S. Training on the Right Track, Gifted Child Quarterly, 20(2), 200-204, 1977.

Dalton, M. Men Who Manage: Fusions of Feeling and Theory in Administration, New York: Wiley and Sons, 1959.

Dauw, D.C. Personality Self Description of Original Thinkers and Good Elaborators, Psychology in the Schools, 3, 1966.

Daws, P. Pastoral Care - the counsellor's job, Education, April 25, 1969.

Fraser, J.M. Employment Interviewing, London: MacDonald and Evans, 1966.

Harding, D.W. Psychological Problems in the Recognition of Excellence, Presidential Address to Psychology Section of the British Association for the Advancement of Science, 1956.

Heim, A.W. Intelligence and Personality, Harmondsworth: Pelican Books, 1970.

Heim, A.W. Teaching and Learning in Higher Education, London: National Foundation for Education Research Publishing Co., 1976.

Hitchfield, E.M. In Search of Promise, London: Studies in Child Development, Longman, 1973.

Lester, T. The Reluctant Graduate, Market Opinion and Research International, 1970.

Lucito, L. Creativity Traits, Unpublished M.S., Georgia State University, 1972.

Mair, S. Levels of Aspiration, Unpublished M.S. University of Strathclyde, 1969.

Milgram, R.M. and Milgram, N.A. Creative Thinking and Creative Performance in Israeli students, Journal of Educational Psychology, 68(3), 255-259, 1976.

Miller, A. Prisoners of Childhood, New York: Basic Books, 1981.

Miner, J.B. The Management of Ineffective Performance, New York: McGraw-Hill, 1964.

Napolitano, H.S. Parents of the gifted lag, Creative Child and Adult Quarterly 4(1), 58-61, 1978.

Packard, V. The Pyramid Climbers, New York: McGraw-Hill, 1962.

Roeper, A.M. The Gifted Child and the Unconscious, Paper presented to Fourth World Conference on Gifted and Talented Children, Montreal, 1981.

Rossi, J. and Digenakis, P. Conflict and Compromise: a simulation game, Journal for the Education of the Gifted, 3(3), 1980

Synder, B. Creative Students in Science and Engineering, Universities Quarterly, 21(2), 205-218, 1967.

Tarkowski, Z.M.T. Stress and Strain in Human Relations, Engineering, Nov. 1958.

Torrance, E.P. Is bias against job changing bias against giftedness, Gifted Child Quarterly, 15(4), 244-248, 1971.

Torrance, E.P. Gifted Children of the future: Predictions and proposed solutions, Proceedings of Third World Conference on Gifted Children, Jerusalem 1979.

Willings, D. The Human Element in Management, London: B.T. Batsford, 1968.

Willings, D. Thesis accepted for the Degree of Ph.D., University of Strathclyde, 1972.

Willings, D. Guidance for Leisure, Social Service Quarterly, 50(3), 261-263, 1976.

Willings, D. The Creatively Gifted, Cambridge: Woodhead-Faulkner, 1980.

Willings, D. The Gifted at Work, Paper presented to Fourth World Conference on Gifted and Talented Children, Montreal, 1981.